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| Unit Details: **Focus – Sports and Competition** | |
| Year level: 3/4 Curriculum level: 2 Unit length: 10 Weeks | |
| Curriculum learning area: **PE/Health**  Strand: Small ball games, Team games  Secondary Strand: Fitness | How to introduce the unit to the students (the hook): |
| Organisation | Abilities/Special Needs/ESOL |
| Syndicate sport – rotation Wednesday afternoons 2.00 pm  Fitness - Tuesday and Thursday at 10:15  Developing skills to prepare students for team games  -  - | Students supported as required.  Take in to account those with health needs and who cannot participate physically- include in support roles -timing, directing, result collecting.  ESOL students watch other students for modeling as needed.  Students work to better their own records / achievements.  Group according to classes |
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| Key Competency focus: Thinking Managing Self ✔ Relating to Others ✔ Participating and Contributing ✔ Using Language, Symbols and Text | |

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| Digital Literacy Focus |
| Task Definition Information Seeking Strategies Location and Access  Use of Information Synthesis  Evaluation |
| Global Learning Intentions of unit – the BIG ideas students MUST get |
| ***ACHIEVEMENT OBJECTIVES***  **PERSONAL HEALTH AND PHYSICAL DEVELOPMENT**  Students will:  A3 Safety management  • Identify risk and use safe practices in a range of contexts.  A4 Personal identity  • Identify personal qualities that contribute to a sense of self-worth.  **MOVEMENT CONCEPTS AND MOTOR SKILLS**  Students will:  **B1 Movement skills**  • Practice movement skills and demonstrate the ability to link them in order to perform movement sequences.  **B4 Challenges and social and cultural factors**  • Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.  **RELATIONSHIPS WITH OTHER PEOPLE**  Students will:  **C1 Relationships**  • Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.  **C2 Identity, sensitivity, and respect**  • Describe how individuals and groups share characteristics and are also unique.  **C3 Interpersonal skills**  • Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.  **HEALTHY COMMUNITIES AND ENVIRONMENTS**  Students will:  **D1 Societal attitudes and values**  • Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.  **D2 Community resources**  • Identify and use local community resources and explain how these contribute to a healthy community. |
| Difficulties anticipated |
| Mastery of physical skills e.g. hitting, throwing, catching, running |
| Key Vocabulary for this unit |
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| Assessment/culminating activity |
| Self Assessment ✔ Peer assessment  Learning reflection Presentation  Display  Podcast / wiki entry / blog entry  Performance  Practical Skills ✔ Teacher Observation ✔Learning conversation  Written assessment  e-asTTle assessment  Oral assessment  Other (describe)  **Self assessmen**t: Am I getting better?  **Presentation:**  **Practical Skills:** Greater competence and success when attempting physical activities - applying taught skills  **Teacher observation**: Students use of taught skills - fair play and team building skills |

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| Unit implementation – Learning experiences and instruction | | | |
| Learning Intentions  We Are Learning To... (WALT) | Learning Experiences / Activities | | Assessment  Diagnostic / Formative / Summative / Feedback  Success Criteria  We Are Successful When... (WASW) |
| ***Lesson Description***  **Summer Ball Skills**  To include e.g. T-Ball, tennis, cricket, volleyball, rounders, bowling, minor games (playground)  **Fitness**  Jump Jam    **Class Sports**  **KiwiSports** | **Wednesday Sports/Games Rotation - 2 activities/session (20 minutes each**  **These are only suggestion – confirm at team meeting**  Rodger – cricket  Karen – small ball skills - relays  Carrick – padda tennis  Kelley – T-ball  Debbie – rounders  Hannah– bowling  Games Rotation - 2 activities/session (20 minutes each).   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **W2** | **W2** | **W3** | **W3** | **W4** | **W4** | **W5** | **W5** | **W6** | **W6** | | **Rm4** | **RD** | **DB** | **HG** | **KO** | **KS** | **CW** | **RD** | **DB** | **HG** | **KO** | | **Rm5** | **CW** | **RD** | **DB** | **HG** | **KO** | **KS** | **CW** | **RD** | **DB** | **HG** | | **Rm6** | **KS** | **CW** | **RD** | **DB** | **HG** | **KO** | **KS** | **CW** | **RD** | **DB** | | **Rm20** | **KO** | **KS** | **CW** | **RD** | **DB** | **HG** | **KO** | **KS** | **CW** | **RD** | | **Rm18** | **HG** | **KO** | **KS** | **CW** | **RD** | **DB** | **HG** | **KO** | **KS** | **CW** | | **Rm19** | **DB** | **HG** | **KO** | **KS** | **CW** | **RD** | **DB** | **HG** | **KO** | **KS** | | |  |
| **Resources/Materials:**  High jump poles and bar, mattress, sandpit rake, mini hurdles, turbo jav kit, tennis balls, cones, measuring equipment (tape, cones), class set of big/small balls. | | | |
| **End of unit means of recording student reflection** |  | Possible focus questions for reflection:   * How good was I before? * Did I use the taught skills? * What do I find hard? * What do I need help with? * Am I getting better? | |
| **Reflection for Subsequent Planning** | | | |